



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

9/12/2018

Dr. Kenneth Spells
S Bend Comm Schl Corp.: #7205
215 S St Joseph St
South Bend, IN 46601

Dear Dr. Kenneth Spells,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Madison STEAM Academy's** renewal application was accepted and SIG funds will continue for SY 2018-2019.

In accordance with your application and available funding, you are being awarded **\$751,100.00** for the 2018-2019 school year. Funds for this grant period are available from July 1, 2018 and must be expended by September 30, 2019.

Federal Program Title I	School Improvement Grant
Federal Agency	U.S. Department of Education
Pass Through Agency	Indiana Department of Education
CFDA Number	84.377A
Award Name	School Improvement Grants
Award Number	S377A140015

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at dmarshall2@doe.in.gov if you have any questions.

Sincerely,

Nathan Williamson
Director of Title Grants and Support
Indiana Department of Education

cc: Title I Program Administrator
SIG Coordinator
Principal



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Title I -1003(g) School Improvement Grant Renewal Application SY 2018-2019
Cohorts 6 - 8- Transformation Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	South Bend Community School Corporation	Corp #	7205
School	Madison STEAM Academy	School #	7573
Superintendent Name	Dr. Kenneth Spells	Email	kspells@sbcsc.k12.in.us
Title I Administrator Name	Darice Austin-Phillips	Email	daustin@sbcsc.k12.in.us
Principal	Deb Martin	Email	dmartin@sbcsc.k12.in.us
Telephone	574-393-3200	Fax	574-283-8328
SY 2018-2019 Allocation	\$751,100.00		

Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	June 7, 2018
Application Due	Renewal application must be submitted to IDOE	July 7, 2018
Application Review	Renewal applications reviewed by IDOE	July 7 – August 7, 2018
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	August 7, 2018
SY 17-18 Artifact Due	Outcome Artifact from SY 17-18 will be emailed to 1003g@doe.in.gov	June 30, 2018

Grant Award Resources: ation: www.doe.in.gov/sig

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Inform



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Instructions: Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted and Part of the Renewal Application Process	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Deb Martin	Principal
Amanda Choinacky	Dean of Students
Cynthia Werntz	Title 1 Coach/IS
Lara Ungethum	Teacher
Kaylee Avery	Teacher
Beth Ploetz	Social Worker
Mark Zache	Title 1 Coach/IS

Part 3: LEA and School Assurances

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.

- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

By signing below, the LEA agrees to all assurances above and certifies the following:



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- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.
- By submitting this application the LEA certifies that neither it nor its principles nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	06/28/2018
Title I Administrator Signature:		Date:	06/28/2018
Principal Signature		Date:	06/28/2018

Part 4: Achievement and Leading Indicators SY 17-18

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 2015 - 2016*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	14	-	14	19	17	27	17	30		50	
Percent of students proficient on ISTEP (ELA) (3-8)	24	-	24	24	25	30	33	45		55	
Percent of students proficient on ISTEP (Math) (3-8)	23	-	23	23	17	30	28	40		50	
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	50	-	50	50	46	50	60	65		75	
Leading Indicators	Baseline SY 2015- 2016*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school	65,700	-	65,700	65,700	65,700	65,700	65,700	76,500		76,500	
2. Number of daily minutes of math instruction	60	-	60	60	60	90	90	120		120	
3. Number of daily minutes of ELA instruction	90	-	90	90	90	120	120	120		120	
4. Student attendance rate (must be % between 0 and 100)	85	-	85	91	83	93.7	87.09	95		95	



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Leading Indicators	Baseline SY 2015 - 2016-*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	44	-	44	40	45	35	33	20		15	
6. Expanded Learning Time (total number of hours offered)	0	-	0	0	0	1,800	2,119	2,000		2,000	
7. Number of discipline referrals	570	-	570	500	368	500	690	500		400	
8. Discipline incidents – number of suspensions and/or expulsion	SUS--83 EXP--0	SUS-- N/AEXP--0	SUS--83 EXP--0	SUS--75 EXP--0	SUS--50 EXP--0	SUS--45 EXP--0	SUS--34 EXP--0	SUS--30 EXP--0	SUS-- EXP--	SUS--25 EXP--0	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN--NR IMP--NR EFF--NR HEFF--NR	IN--NR IMP--NR EFF--NR HEFF--NR	IN--NR IMP--NR EFF--NR HEFF--NR	IN--0 IMP--0 EFF--10 HEFF--28	IN--0 IMP--0 EFF--8 HEFF--30	IN--0 IMP--0 EFF--5 HEFF--33	IN--1 IMP--2 EFF--11 HEFF--12	IN--0 IMP--0 EFF--6 HEFF--30	IN-- IMP-- EFF-- HEFF--	IN--0 IMP--0 EFF--2 HEFF--34	IN-- IMP-- EFF-- HEFF--
10. Teacher attendance rate (must be a % between 0 and 100)	93.6	-	93.6	94	94.5	94	93.5	95		95	
11. Teacher retention rate (must be a % between 0 and 100)	-	-	-	90	80	95	97.5	100		100	

***Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation; please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 17-18—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 17-18—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 18-19 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of strength? Are there any threats compounded by a weakness?

SIOT Analysis	
<p>Strengths:</p> <ul style="list-style-type: none"> • STEAM Curriculum • Community Partnerships • Teacher Commitment/enthusiasm • Increased student engagement • 1:1 technology implemented resulting in increased engagement during instruction and independent work • Continued implementation of extended reading and math blocks • Strong student-teacher relationships • Reduction of minutes of whole group instruction in favor of differentiated small group instruction during ELA and Math blocks • Dean of Student position improved support for teachers and students • Full time Social Worker improved student and teacher support with struggling students and families • Extended Learning Program Implemented maintained by ELT coordinator • Expeditions Connected to Units of Study to build and reinforce content and background knowledge K-4 • 3rd and 4th grade Reading Champ Camps focused on the 3 standards assessed by IREAD 3 resulting in an increase of 23% Spring 2018 	<p>Areas of Improvement:</p> <ul style="list-style-type: none"> • Increased mentors of students • Improved parent communication • Increase 1st -3rd year teacher training • Master Schedule of data driven strategic professional development designed to increase teacher self-efficacy and capacity • Implementation of cross grade level meetings • Increase data analysis • Implement PBIS with fidelity • Increase instructional leadership time for principal • Decrease student suspensions and discipline referrals • Increased coaching support in math and ELA using coaching/IS/co-teaching • Continue to build a data culture so that teachers are constantly driving their instruction and planning through formative assessments. • Increased student expectations and DOK levels of engagement and questioning • Ongoing professional development with coaches using concrete modeling of comprehension strategies and Visual Thinking. Master Schedule of pacing of strategies aligned with calendar. • Build more independent student thinkers • Expand consistent monitoring/feedback cycles by academic coaches

- WIDA scores for all EL students in the building exceeded expected growth!
- NWEA MOY scores for 3rd and 4th show tremendous growth in reading and ELA
- Ongoing Comprehension Connections Trainings and Visual Thinking Training(Data Driven)
- Creation of the Lego Robotics Club and teacher training
- Focus 5 trained classroom teachers
- SIOP, Responsive Classroom, and Differentiated Instruction trained staff
- Data Driven Quick Checks driving both classroom and after school curriculum decisions 2-4

using data wise process with all grade levels in both math and ELA.

- Additional training in focus 5
- Monitor foundational progress skills effectively for K and 1 in both ELA and Math.
- PD tailored to meet the individual needs of the teacher using coaches
- Leveled Nonfiction texts for STEAM Units of Study for K-5
- Professional Development if Picture Perfect STEM – Literature Integration into Units of Study

Opportunities:

- 1:1 technology
- Community Partnerships
- STEAM Units of Study
- School-based after School program
- Expeditions within the community to support STEAM Units of Study
- Implementation of Comprehension Connections with pacing schedule and monitoring at BOY
- Incorporate Coaching Cycles in math and ELA, a continuous professional development process, co-teaching model.
- New staff replacing ineffective teachers and additional new teachers due to SBCSC restructuring. Coaching/co-teaching models need to improve teacher best practice.

Threats:

- School District boundaries
- Parent belief that education is not a top priority
- Lack of opportunities for early education and social skills development
- Transient population
- Lack of access to technology at home
- Parents unable to help children with school work
- Changing the time of the school day
- 1:1 technology for students
- Class size
- Busing reliability for both school day and after school programing impact student success
- Difficulty in securing subs to strengthen coaching models and release teachers for visit within the building or district
- Time for teacher collaboration and training
- Decrease in funding for Title I Staff reduced from 7 to 4
- Increased student population and staff (7 new classrooms and 2 special education teacher) with less Title 1 intervention resources for next year
- Making sure coaching support with current staff remains with influx of

new staff

- No 5th grade STEAM curriculum and teacher training for 5th grade STEAM Units of Study.
- What data are we using for Kindergarten /1st next year?
- Will need STEAM Integration PD for all new staff including 4 new 5th grade classrooms.

Projected Outcomes for SY 18-19

- All teachers will revisit PBIS and implement with fidelity
- All teachers will implement a classroom management plan
- Implement Data Wise Team
- Review discipline data monthly
- Increased teacher effectiveness via teacher-teacher collaboration, observation, video-taping (using swivel) and coaching
- Teaching and modeling social skills thru various mediums...literacy (school-wide book), experiences in community, PBIS, etc.
- Developing opportunities for parent communication and involvement
- Implementation of PLCs and teacher leadership capacity
- Increase Math Scores to 40% by 2019 as measured by new Indiana assessment
- Increase ELA Scores to 45% by 2019 as measured by new Indiana assessment
- Maintain an overall growth of >90%
- Increased teacher capacity utilizing ELA and Math Academic Coach/IS model /Co-Teach/Team Teaching
- Continuous improvement and enrichment in STEAM Units of Study using Picture Perfect STEM Literature and curriculum
- Creation of 5th STEAM Units of Study and reflect/tweek K-4 units integrating new PD strategies
- Improvement in Tier I Differentiated Instruction(measured by NWEA growth) using Math & Academic Coach/ IS model/Co-Teach/Team Teach
- Improvement in data driven instruction(measure by Study Island Quick Checks and data discussions) using Math and Academic Coach/IS Model/Co-Teach
- use mCLASS as a progress monitoring tool for K-5
- Flexible PD based on teacher needs resulting in increased student achievement and engagement.
- Increase assistance for our increased number of bilingual students

Part 6: SIG Implementation SY 2018-2019

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY18-19 action steps.

<u>Focus Areas</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>

Develop School Leadership Effectiveness	<p>Dr. Barbara Eason-Watkins, Michigan City Schools' Superintendent, will provide ongoing support & communication based on her proven turnaround leadership. Person Responsible: Deb Martin, Principal</p>	Multiple Phases (Multiple Quarters)	\$5,000.00 Stipend	Increased leadership capacity by understanding & using data (1.1 Plans data driven decision making), ability to perform daily walk-throughs (2.1 Creating a culture of ethical & professional behavior; 2.3 Impacts of ethical & professional behavior), & becoming instructional leader of the school (4.1 Develop systems of support for curriculum, instruction, & assessment). This will lead to increased teacher effectiveness - as measured on their evaluation rubric (2.0 Planning instruction & designing learning experiences; 4.0 Engaging & supporting all students in learning) - as well as increased student growth & proficiency as measured by NWEA, IREAD & ILEARN..
	<p>Continue employment of Amanda Choinacky as the Dean of Students. Amanda will complete her Principal Internship in December and then take the Administrator's License Test. Person Responsible: Deb Martin, Principal</p>	2018-2019 School Year	\$83,519.00 Salary: \$57,599.00 Benefits: \$25,920.00	Increase instructional leadership time for principal (2.1 Creating a culture of ethical & professional behavior; 2.3 Impacts of ethical & professional behavior; 4.2 Implement coherent systems of curriculum, instruction, & assessment; 4.3 Impacts coherent systems of curriculum, instruction, & assessment), which would lead to increased teacher effectiveness – as measured on their evaluation rubric (2.0 Planning instruction & designing learning experiences; 4.0 Engaging & supporting all students in learning) – and culminating in increased student growth & proficiency as measured by ILEARN, IREAD and NWEA Growth. Decrease Student in student discipline referrals, by assisting staff with effective classroom management systems and monthly data dives around student discipline. Although our discipline data suggested referrals increased, the Madison staff do not feel this is true, but rather enforcement of stricter policies in ensuring a discipline referral form is completed if students are sent out of the classroom.

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Develop Teacher Effectiveness	Hire four Literacy/Math IS/ Coaches to increase teacher effectiveness. Person Responsible: Deb Martin, Principal	Multiple Phases (Multiple Quarters)	\$334,625.00 (\$79,750.00 x 3 and \$95,375.00 x 1) Salary (3): \$55,000.00 Benefits: \$24,750.00 Salary (1): \$65,775.00 Benefits: \$29,600.00	By having time to increase the amount of walk-throughs and evaluations, I discovered that my staff scored more in the effective range then when I previously evaluated. As my school has grown I also have added a significant amount of first year teachers, and 5 first year teachers have been placed in my building for the 2018-2019 school year. The SIOT Analysis revealed that the teachers felt they needed coaching and time to watch peers, instead of the renewal of 8 IA's. <i>Improve teacher effectiveness as noted on teacher evaluations (South Bend Framework for Effective Teaching, All Evaluative Domains), which will lead to increased student growth & proficiency as measured by NWEA Growth, ILEARN and IREAD.</i>
	Continue FOCUS 5/Act Right Kassie Misiewicz will be on site 5 dates for 3 days each working with staff to development the following classroom management: 1. Advanced Classroom Management through Drama 2. One Minute Challenges 3. Tableau in Curriculum 4. Tableau in Vocabulary building 5. Expanding our Arts Integration Person Responsible: Deb Martin, Principal	Multiple Phases (Multiple Quarters)	\$10,000.00	The SIOT Analysis revealed that the teachers felt the FOCUS 5/Act Right training created a school-wide behavior plan for students, and a common language for higher student expectations. Training will be need for the new 5th grade teachers and 5 new first year teachers. <i>Improve teacher effectiveness as noted on teacher evaluations (South Bend Framework for Effective Teaching, All Evaluative Domains), which will lead to increased student growth & proficiency as measured by NWEA Growth, ILEARN and IREAD.</i>
	Continue VTS (Visual Thinking Strategies)/Comprehension Connections professional development. Person Responsible: Deb Martin, Principal and Cy Werntz Trainer	2018-2019 School Year	\$14,100.00 Stipends: 47 Teachers/ @ \$25/hr + \$5/hr benefits for 10 hrs	The SIOT analysis revealed that the teachers felt this training was improving their students comprehension and vocabulary skills. Improve teacher effectiveness as noted on the teacher evaluation. This training will then lead to increased student growth & proficiency as measured by NWEA Growth, IREAD and ILEARN.

	Web Academy by Smekens Education -- online Workshop for all staff	2018-2019 School Year	\$12,903.00 \$253.00/each	Madison has a very young staff and five first year teachers will be joining us, as we grow to a student body of >650. The Smekens workshop will offer reading and writing strategies training for our teachers that they can immediately incorporate into their daily teaching activities.
	Notebook Foldables Across the Curriculum PD workshop	2018-2019 School Year	\$8,948.00 Cost includes onsite pd at \$5,000 plus travel cost \$3,948.00	Dinah Zike's Notebook Foldables—interactive, research-based, hands-on graphic organizers—to revolutionize the way you teach and the way your students study. Discover how to transform student notebooks into dimensional, individualized, and brain-smart tools that give students opportunities to immerse themselves in learning visually and kinesthetically as they organize information to achieve more personal, authentic communication and lasting meaning. Participants will make their own examples and learn strategies for implementing this powerful and effective learning tool.
Implement Comprehensive Instructional Reform Strategies	Employ a full-time Theater Instructor. Person Responsible: Deb Martin, Principal	Aug. 2018	\$52,000.00 Salary: \$35,250.00 Benefits: \$16,750.00	The SIOT analysis, as well as the teacher evaluation showed the current hire as a weakness. The current person will be replaced. The SIOT conversation also suggested that this may not need to be a teaching position but rather a contracted service position. For budget sake we will budget this as a certified position, but please note that it may change to contracted services. This will then lead to increased student growth & proficiency as measured by NWEA Growth, IREAD and ILEARN.
	Employ full-time Bilingual IRS. Person Responsible: Deb Martin, Principal	Aug. 2018	\$28,732.00 Salary: \$18,432.00 Benefits:	The SIOT Analysis revealed an upcoming weakness in supporting our new incoming higher population of bilingual students. Student projections indicate a need for more support in area especially 2nd grade.

			\$10,300.00	This will also afford us additional braided service with our special education students. This training will then lead to increased student growth & proficiency as measured by NWEA Growth, IREAD and ILEARN.
	Continued part-time employment of Heather Carmichael, SIG Coordinator. Person Responsible: Deb Martin, Principal	2018-2019 School Year	\$17,400.00 Salary: \$12,000.00 Benefits: \$5,400.00	Heather was an asset in coordinating all aspects of our SIG grant, especially the afterschool program which proved extremely beneficial to our student academic growth. Will work same calendar year as the principal. This will then lead to increased student growth & proficiency as measured by NWEA Growth, IREAD and ILEARN.
	Provide busing for community expeditions that support STEAM Units of Study. Person Responsible: Deb Martin, K-5 Classroom Teachers and Title 1 support staff.	2018-2019 School Year	\$12,000.00 \$2,000 for each grade level K-5	The SIOT Analysis revealed this a strength in providing our students schema and vocabulary. Increased student schema and vocabulary will lead to increased student growth & proficiency as measured by NWEA Growth, IREAD and ILEARN.
Increase Learning Time	Continue the current Cub Club after school program. Person Responsible: Deb Martin, Principal, Curriculum Coaches/IS's, & Heather Carmichael, SIG Facilitator.	Multiple Phases (Multiple Quarters)	\$25,536.00 3 buses per day, 4 days a week. Sept. 10 thru June (38 weeks)	Currently at Madison STEAM Academy students attend from 8:20-2:20. Starting the 2018-2019 school year students will attend school from 8:00-3:00, thus adding 60 minutes to the academic day. Cub Clubs would then run from 3:00-4:00, adding an additional hour 4 days a week. The Madison staff felt the additional academic time was one reason for our increased IREAD passing rate, and increased ISTEP scores in math.

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Create Community-Oriented Schools	<p>Partner with outside agencies to support students' social/emotional needs & family engagement. Persons Responsible: Deb Martin, Principal; Director of Government Funds</p> <p>Continue employment of Beth Ploetz as a full-time Social Worker. Person Responsible: Deb Martin, Principal</p>	<p>Multiple Phases (Multiple Quarters)</p> <p>2018-2019 School Year</p>	<p>\$0</p> <p>\$82,778.00 Salary: \$57,088.00 Benefits: \$25,690.00</p>	<p>Currently working with Meridian and Memorial hospital for school-wide training on working with students in trauma. Increased support for students with social/emotional issues, specifically students in trauma. Decrease in student behavior issues, as measured by the number of office referrals. Decrease in office referrals means an increase in classroom time thus ultimately leading to an increase in student NWEA, IREAD, and ILEARN growth.</p> <p>Increased support for students with social/emotional issues, specifically students in trauma. Decrease in student behavior issues, as measured by the number of office referrals. Decrease in office referrals means an increase in classroom time thus ultimately leading to an increase in student NWEA, IREAD, and ILEARN growth.</p>
Provide Operational Flexibility	Addition of 1-hour to teaching time for after school programming. Persons Responsible: Deb Martin, Principal; Dr. Ken Spells, Superintendent; SBCSC Board	2018-2019 School Year	<p>\$49,180.00 Addition of 1-hour pay for each teacher @ \$25/hr/teacher for 3 days/week for 38 weeks stipend plus benefits: \$40,972.00 and IAs @ \$15/hr/IA for 3 days/week for 38 stipends plus benefit: \$8,208.00 **This is</p>	Increased student growth & proficiency as measured by NWEA Growth, ILEARN and IREAD.

			accounted for in 'Increase Instructional Time' Stipend	
Sustain Support	<p>Continued exploration of community partnerships to support students emotionally and academically. As well as partnerships to support parents, staff and school-wide celebrations!</p> <p>Deb Martin, Principal; Dr. Kay Antonelli, Asst. Superintendent, Dr. Ken Spells, Superintendent, Dr. Wendy Folk, Director of Elementary Schools and Darice Austin-Phillips, Director of Title 1.</p>	2018-2019 school year	\$0	Roster of community partners.
	<p>Continue utilizing a system of progress monitoring by District Team.</p> <p>Deb Martin, Principal; Dr. Kay Antonelli, Asst. Superintendent, Dr. Ken Spells, Superintendent, Dr. Wendy Folk, Director of Elementary Schools and Darice Austin-Phillips, Director of Title 1.</p>	2018-2019 school year	\$0	Increased student growth and proficiency as measured by NWEA Growth, IREAD, and ILEARN.



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Instructions: Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2018-2019 and how this will be aligned to your grant and the key area.

Madison STEAM Academy will produce an informational slideshow/video documenting student/school data, professional development and coaching, student work, parent involvement, student expeditions, student engagement, community partnerships, and our celebrations.

Part 8: Budget SY 18-19

Instructions: The budget will be completed in a separate Excel workbook for SY 2018-2019, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.

SIG Budget

Complete the budget below												
SY 2018-2019		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ 76,222.00	\$ 18,432.00	\$ 24,958.00	\$ 10,300.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 129,912.00
21000	Support Services - Student	\$ 114,687.00	\$ -	\$ 51,610.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 166,297.00
22100	Improvement of Instruction (Professional Development)	\$ 242,525.00	\$ -	\$ 106,200.00	\$ -	\$ 27,903.00	\$ -	\$ 3,948.00	\$ -	\$ -	\$ -	\$ 380,576.00
22900	Other Support Services	\$ -	\$ 12,000.00	\$ -	\$ 5,400.00	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 22,400.00
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
27000	Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 37,536.00	\$ -	\$ -	\$ -	\$ 37,536.00
33000	Community Service Operations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
60100	Transfers (interfund)											\$ -
	Column Totals	\$ 433,434.00	\$ 30,432.00	\$ 182,768.00	\$ 15,700.00	\$ 32,903.00	\$ -	\$ 41,484.00	\$ -	\$ -	\$ -	\$ 736,721.00
Indirect Cost Rate %		1.97	Subtract the amount above \$25,000 (per individual contracted service) from your total budget									
Total after deducting Property:												\$ 736,721.0
Total Available for Indirect Costs:												\$ 14,513.41
Amount of Indirect Cost to be used:												\$ 14,379.01
Grand Total After Indirect Cost												\$751,100.0

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --administration team

Supplies	Property: Equipment/ Technology
Professional Service:	Other Purchase Services (travel, communication)
\$5,000 Stipend to Dr. Barbara Eason-Watkins for principal mentorship; \$12,903 Smekens Education online workshop; \$5,000 Dinah-Might Adventures, LP onsite PD	\$2,000 for Buses per grade levels K-5 for expeditions supporting STEAM Units of Study; \$25,536.00.00 for after school activity buses; \$3,948 Dinah-Might Adventures, LP travel expense for onsite PD

SIG Staffing

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Amanda Choinacky	Dean of Students	Certified	1	N	N	NONE	Support students, staff, & families Salary: \$57,599 + Benefits: \$25,920
Beth Ploetz	Social Worker	Certified	1	N	N	NONE	Support students, staff, & families Salary: \$55,838 + Benefits: \$25,127
TBD	Theater Teacher	Certified	1	N	N	NONE	Integrate theater into STEAM curriculum Salary: \$35,250 + Benefits \$16,750.00

Heather Carmichael	SIG Coordinator/Manager	Non-Certified	0.5	N	N	NONE	Building level coordinator, assist in managing the operations of the grant funding application to the proposed program Salary: \$13,000 + Benefits: \$6,400
K-5 Literacy/Math IS/Coaches x 4	K-5	Certified	1	Y	N	NONE	Highly qualified, certified teacher with extensive training in the Best Practices of reading, language arts and math. The IS will provide instructional intervention for identified students not meeting grade level proficiency in the areas of reading, comprehension, fluency, vocabulary development, phonic/phonemic awareness and math. As a Coach they will co-teach and collect data as needed.
K-5 Support Staff	K-5 (Bilingual IRS)	Non-Certified	1	Y	N	NONE	Support staff to students, staff & increasing bilingual families Salary: \$18,432.00 + Benefits: \$10,300.00
All K-5 Teachers	K-5	Certified	1	Y	N	NONE	Stipends for PD & extended day Salary: \$25/hr/teacher + Benefits \$5/hr/teacher
All K-5 Support Staff	K-5	Non-Certified	1	Y	N	NONE	Stipends for PD & extended day Salary: \$15/hr/staff member + Benefits \$3/hr/staff member